



Marlboro School District

122 Broad Street
Bennettsville, South

Grades	PK-12 District	
Enrollment	4,748 Students	
Superintendent	Miss Alisa Goodman	843-479-4016
Board Chair	Mr. John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Good
2005	Below Average	At-Risk
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

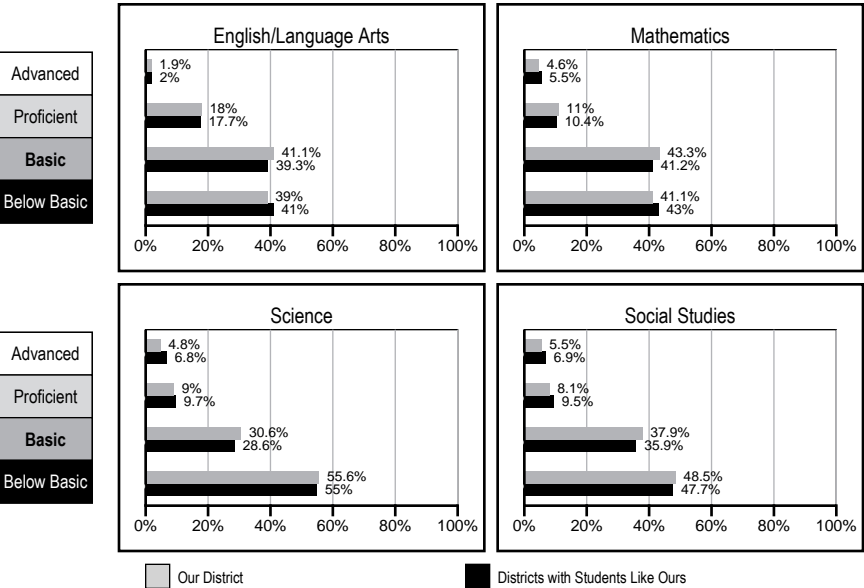
95.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	7	11

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	68.6	64.2	66.3	62.0	65.8	70.0
Passed 1 subtest	11.5	19.8	19.6	16.8	17.9	15.8
Passed no subtests	19.9	1.6	14.1	21.2	16.3	14.2

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	66.7	58.6
English 1	41.7	44.2
Physical Science	26.5	30.3
All Subjects	42.2	45.6

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,748)				
First graders who attended full-day kindergarten	98.1%	Up from 97.7%	100.0%	98.9%
Retention rate	4.4%	Down from 5.4%	5.4%	4.0%
Attendance rate	94.6%	Down from 96.6%	95.3%	95.6%
Eligible for gifted and talented	7.7%	Down from 8.5%	6.0%	11.4%
With disabilities other than speech	12.1%	Up from 11.1%	10.6%	10.5%
Older than usual for grade	5.1%	Up from 3.8%	6.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.8%	Up from 0.9%	1.1%	0.8%
Enrolled in AP/IB programs	5.2%	Down from 11.1%	6.0%	10.3%
Successful on AP/IB exams	20.0%	N/A	23.7%	56.0%
Eligible for LIFE Scholarship	29.7%	Down from 35.0%	25.9%	31.1%
Enrolled in adult education GED or diploma programs	122	Down from 132	37	48
Completions in adult education GED or diploma programs	55	Up from 47	15	27
Annual dropout rate	5.3%	Up from 3.3%	4.3%	3.8%
Teachers (n=336)				
Teachers with advanced degrees	54.8%	Up from 54.6%	53.0%	54.8%
Continuing contract teachers	57.1%	Down from 73.5%	64.9%	73.9%
Teachers with emergency or provisional certificates	11.4%	Up from 9.4%	14.3%	5.0%
Teachers returning from previous year	87.6%	Down from 89.8%	84.2%	88.8%
Teacher attendance rate	94.4%	Down from 94.9%	94.6%	94.9%
Average teacher salary	\$41,129	Down 5.3%	\$42,844	\$45,107
Vacancies for more than nine weeks	5.1%	Down from 5.9%	1.3%	0.5%
Professional development days/teacher	15.3 days	Down from 22.6 days	16.9 days	15.2 days
District				
Superintendent's years at district	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.1 to 1	18.7 to 1	20.2 to 1
Prime instructional time	86.8%	Down from 89.1%	87.9%	89.1%
Dollars spent per pupil*	\$8,870	Up 3.6%	\$9,684	\$8,666
Percent of expenditures for teacher salaries*	51.0%	Down from 53.0%	48.3%	53.1%
Percent of expenditures for instruction*	54.7%	Down from 57.3%	52.4%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	82.4%	Down from 99.2%	94.5%	98.2%
Number of schools	9	No Change	5	9
Number of magnet schools	0	Down from 2	0	0
Portable classrooms	2.7%	Down from 8.6%	4.6%	4.3%
Average age in years of school facilities	37 Years	Down from 40 Years	31 Years	26 Years
Number of schools with SACS accreditation	9.0	No Change	4.0	8.0
Average administrator salary	\$62,150	Down 8.8%	\$71,370	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	260	87.3%	894	47.5%	318	67.9%	Yes
Gender							
Male	126	88.1%	413	43.1%	162	60.5%	N/A
Female	134	86.6%	454	49.3%	156	75.6%	N/A
Racial/Ethnic Group							
White	94	88.3%	291	58.1%	108	70.4%	N/A
African American	161	87.0%	560	42.3%	197	70.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	32	43.8%	N/A	N/A	N/A
Disability Status							
Disabled	29	44.8%	93	10.8%	32	31.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	187	86.1%	728	43.4%	229	66.8%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	87.3%	88.7%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	318	189
Number of Diplomas	216	135
Rate	67.9%	72.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	408	405	427	412	409	399	835	817		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	16.0	15.2	17.4	17.4	17.7	16.5	17.9	17.3	17.3	16.7
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	8 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	5.2 per board member
Percent New Trustees Completing Orientation	66.7%

District Superintendent's Report

Schools in Marlboro County continuously strive to broaden the educational horizons for our county's students. Broad changes characterize the 2007-08 school year, and the professional teams at each school put forth dedicated, energetic efforts to meet the comprehensive needs of their children.

District-wide implementation of numerous initiatives began to establish an educational safety net for all students. Introducing two well established, research based reading programs provided strength for our kindergarten through eighth grade ELA instruction. Adoption of a countywide curriculum provided another link toward ensuring educational integrity for our children, as did an increased focus on individualized instruction. In addition to these instructional efforts, Marlboro County Schools also began district wide involvement with the Teacher Advancement Program. While we realize the enormous amount of energy invested by teachers and administrators in incorporating each of these new parts into our educational puzzle, we strongly believe they will weave the safety net that is so crucial to our student population.

The Clio community celebrated the opening of their new elementary facility and look forward to the coming year's renovation of the middle school wing. In a county with extensive building needs, this new school provided cause for joyful smiles on the faces of Clio students, parents and staff. In addition to the celebration surrounding the opening of Clio, we held the first Celebration of Success program. This program gave us the chance to celebrate student and teacher successes for the 07-08 school year. We look forward to this becoming an annual event.

The cooperation of our entire community helps us as we seek ways to broaden the educational safety net for our children. Your help, support and involvement are vital as we move children toward their futures.

Alisa Goodman, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 12 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Title I Schools' School Improvement Status

School	Status	School	Status
Bennettsville Elementary	R	Clio Elementary/Middle	RP
Bennettsville Primary	R	Wallace Elementary/Middle	R
Bennettsville Middle	R	Blenheim Elementary/Middle	R
Mccoll Elementary/Middle	R		

The Marlboro School District consists of 9 public schools with 7 of these schools, or 77.8%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	2106	98.6	38.3	41.6	18.2	1.9	30.4	48.2	No	Yes
Gender										
Male	1098	98.2	45.3	39.5	14.0	1.3	24.0	41.7	N/A	N/A
Female	1008	99.1	30.7	43.9	22.8	2.6	37.3	55.0	N/A	N/A
Racial/Ethnic Group										
White	669	98.8	28.3	44.6	24.2	2.9	38.4	60.0	No	Yes
African American	1285	98.7	43.7	40.1	14.7	1.5	25.2	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	12	100.0	10.0	60.0	20.0	10.0	70.0	38.4	I/S	I/S
American Indian/Alaskan	128	96.9	38.3	40.9	20.9	N/A	35.7	47.0	No	Yes
Disability Status										
Disabled	347	95.7	71.6	22.7	2.2	3.5	9.1	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	8	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	1742	98.5	41.7	41.6	15.3	1.4	26.6	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	2106	98.7	40.5	43.8	11.1	4.6	25.1	45.8	No	Yes
Gender										
Male	1098	98.2	42.8	41.5	10.8	4.9	24.0	45.6	N/A	N/A
Female	1008	99.3	37.9	46.2	11.4	4.4	26.3	45.9	N/A	N/A
Racial/Ethnic Group										
White	669	98.5	30.4	46.5	14.3	8.8	34.0	59.0	No	Yes
African American	1285	98.9	46.5	42.0	8.9	2.5	19.9	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	12	100.0	20.0	50.0	30.0	N/A	30.0	38.1	I/S	I/S
American Indian/Alaskan	128	97.7	33.6	48.3	13.8	4.3	29.3	46.2	No	Yes
Disability Status										
Disabled	347	96.3	68.3	24.5	5.6	1.6	9.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	8	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1742	98.6	43.6	43.3	9.6	3.5	22.0	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	1416	99.0	55.3	30.9	9.0	4.8	13.9	35.7	95.3	96.1
Gender										
Male	730	98.9	55.7	30.4	8.8	5.1	13.9	37.4	95.0	96.0
Female	686	99.1	54.8	31.4	9.2	4.6	13.8	33.8	95.7	96.3
Racial/Ethnic Group										
White	467	98.7	41.3	34.0	15.5	9.1	24.7	49.2	94.8	96.0
African American	851	99.4	64.0	28.4	5.1	2.4	7.6	17.0	95.7	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.0	97.1	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.2	96.5
American Indian/Alaskan	83	96.4	45.2	38.4	12.3	4.1	16.4	37.4	94.0	94.6
Disability Status										
Disabled	226	96.9	77.6	11.9	4.8	5.7	10.5	14.0	94.5	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.6	96.8
Socio-Economic Status										
Subsidized meals	1163	99.0	59.4	30.1	7.0	3.5	10.5	21.1	95.1	95.6

Social Studies

All Students	1393	99.4	48.3	38.0	8.2	5.6	13.8	34.0	95.3	96.1
Gender										
Male	732	98.9	48.3	37.6	7.5	6.6	14.1	36.6	95.0	96.0
Female	661	99.9	48.2	38.3	8.9	4.5	13.4	31.3	95.7	96.3
Racial/Ethnic Group										
White	451	99.6	38.9	44.8	8.5	7.8	16.4	44.5	94.8	96.0
African American	837	99.5	54.0	34.2	7.5	4.3	11.8	19.1	95.7	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.1	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.2	96.5
American Indian/Alaskan	88	97.7	43.0	38.0	12.7	6.3	19.0	32.7	94.0	94.6
Disability Status										
Disabled	230	97.8	71.5	22.4	3.7	2.3	6.1	14.4	94.5	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.6	96.8
Socio-Economic Status										
Subsidized meals	1147	99.3	52.2	36.4	7.2	4.2	11.4	21.0	95.1	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	372	99.2	25.0	41.2	28.5	5.3	33.8
	4	349	99.7	39.8	39.5	18.5	2.1	20.7
	5	331	99.4	51.7	38.7	8.6	1.0	9.5
	6	352	99.7	48.0	37.1	13.1	1.8	14.9
	7	372	96.8	47.1	42.4	9.1	1.5	10.5
2008	8	391	98.0	43.2	46.5	9.5	0.8	10.3
	3	344	99.1	24.8	43.0	29.1	3.1	32.2
	4	356	99.7	32.7	40.8	25.5	0.9	26.4
	5	356	99.2	43.1	39.2	16.9	0.9	17.8
	6	336	99.7	45.4	40.7	12.0	1.9	13.9
2008	7	357	98.3	36.6	44.9	16.4	2.1	18.5
	8	357	95.8	47.0	40.9	9.5	2.7	12.2
Mathematics								
2007	3	372	99.5	29.0	49.9	12.9	8.2	21.1
	4	349	100.0	44.2	36.7	13.3	5.8	19.1
	5	331	99.4	49.8	41.3	6.7	2.2	8.9
	6	352	99.7	36.2	41.0	16.7	6.1	22.8
	7	372	97.0	36.2	50.4	10.2	3.2	13.4
2008	8	391	98.2	41.9	45.0	10.0	3.1	13.1
	3	344	99.7	36.3	48.0	10.2	5.5	15.7
	4	356	99.7	39.0	39.3	15.3	6.3	21.6
	5	356	99.7	48.2	39.8	10.8	1.2	12.0
	6	336	100.0	43.4	38.2	12.6	5.8	18.5
2008	7	357	97.8	31.4	48.2	11.7	8.7	20.4
	8	357	95.5	44.5	49.1	6.1	0.3	6.4
Science								
2007	3	186	100.0	47.3	33.7	13.0	5.9	18.9
	4	348	100.0	61.0	24.7	8.8	5.5	14.3
	5	164	99.4	71.4	22.7	2.6	3.2	5.8
	6	179	100.0	55.5	31.1	10.4	3.0	13.4
	7	372	97.0	55.8	28.5	10.7	5.0	15.7
2008	8	194	98.5	53.9	34.8	9.6	1.7	11.2
	3	176	100.0	55.6	32.5	8.3	3.6	11.8
	4	356	99.7	48.6	32.4	12.9	6.0	18.9
	5	177	100.0	72.2	18.9	5.3	3.6	8.9
	6	174	98.3	70.7	16.2	9.6	3.6	13.2
2008	7	357	98.3	42.6	42.3	7.7	7.4	15.2
	8	176	97.7	61.1	29.9	7.8	1.2	9.0
Social Studies								
2007	3	184	100.0	27.9	37.8	18.0	16.3	34.3
	4	348	100.0	53.4	34.5	8.2	4.0	12.2
	5	167	99.4	65.0	28.7	5.7	0.6	6.4
	6	178	99.4	38.1	47.5	13.1	1.3	14.4
	7	372	96.8	65.3	30.0	3.0	1.8	4.7
2008	8	195	99.5	57.8	35.6	5.6	1.1	6.7
	3	168	100.0	36.5	48.7	7.1	7.7	14.7
	4	356	99.7	35.7	46.8	11.1	6.3	17.4
	5	178	100.0	59.4	28.5	6.1	6.1	12.1
	6	164	99.4	47.5	32.9	13.3	6.3	19.6
2008	7	357	98.6	60.2	28.2	6.2	5.3	11.6
	8	170	98.8	50.0	44.4	4.4	1.3	5.6

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	375	94.9	19.6	42.9	27.8	9.7	52.6	69.7	Yes	Yes
Male	184	92.9	25.0	45.2	24.4	5.4	45.2	64.6	N/A	N/A
Female	191	96.9	14.7	40.8	31.0	13.6	59.2	74.8	N/A	N/A
White	118	94.1	15.5	40.9	30.9	12.7	65.5	81.7	Yes	Yes
African American	237	95.8	21.4	44.2	25.9	8.5	47.3	53.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	15	86.7	30.8	46.2	23.1	N/A	23.1	65.5	I/S	I/S
Disabled	63	90.5	64.3	32.1	3.6	N/A	7.1	25.2	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	301	94.4	21.4	44.5	24.6	9.6	49.5	55.1	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	375	96.0	26.1	37.9	26.1	9.8	49.2	67.2	Yes	Yes
Male	184	94.0	25.3	40.6	24.7	9.4	48.8	66.3	N/A	N/A
Female	191	97.9	26.9	35.5	27.4	10.2	49.5	68.0	N/A	N/A
White	118	96.6	22.1	35.4	27.4	15.0	52.2	79.6	Yes	Yes
African American	237	96.2	28.4	38.7	24.9	8.0	47.6	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	15	86.7	23.1	53.8	23.1	N/A	46.2	69.5	I/S	I/S
Disabled	63	88.9	70.9	21.8	7.3	N/A	9.1	23.8	Yes	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	301	95.3	28.5	37.3	25.4	8.8	48.6	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	370	90.5	82.2	7.3	0.3	0.8	N/A	N/A	N/A	N/A
Male	182	90.7	82.4	6.0	0.5	1.6	N/A	N/A	N/A	N/A
Female	188	90.4	81.9	8.5	N/A	N/A	N/A	N/A	N/A	N/A
White	120	84.2	75.0	7.5	0.8	0.8	N/A	N/A	N/A	N/A
African American	231	93.5	85.3	7.4	N/A	0.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	15	93.3	86.7	6.7	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	43	83.7	83.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	317	90.5	83.3	6.0	0.3	0.9	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	334	97.3	18.0	40.1	30.3	11.7	55.5	70.7
	2008	375	94.9	19.6	42.9	27.8	9.7	52.6	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	334	97.3	31.5	32.5	20.5	15.5	44.8	62.2
	2008	375	96.0	26.1	37.9	26.1	9.8	49.2	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	24.6%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.3%	0.0%	No
Student attendance rate, grades K-8	94.6%	94.0%	Yes

* Or greater than last year